

Name of Principal	<b>Ms. Holly Hawthorne</b>
Official School Name	<b>Arlington Traditional School</b>
School Mailing Address	<b>855 North Edison Street Arlington, Virginia 22205-1209</b>
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\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

District Name: **Arlington Public Schools** Tel. **(703) 228-6010**

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

\_\_\_\_\_  
(School Board Chairperson's Signature)      Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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**All data are the most recent year available.**

### **DISTRICT**

1. Number of schools in the district: **22 Elementary schools**  
**5 Middle schools**  
**0 Junior high schools**  
**3 High Schools**  
**6 Other:**  
    **Stratford Program (6<sup>th</sup>-12<sup>th</sup> severe disabilities)**  
    **H-B Woodlawn Secondary Program**  
    **Arlington Mill High School Continuation Program**  
    **Langston High School Continuation Program**  
    **New Directions Alternative High School Program**  
    **Career Center (serves all high schools)**

**36 TOTAL**

2. District per Pupil Expenditure: **\$13,309 (2003-2004)**

Average State per Pupil Expenditure: **\$7,450 (2002-2003)**

### **SCHOOL**

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. Number of years the principal has been in her/his position at this school: **12 years** (March 1992 to present)

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	<b>41</b>	<b>27</b>	<b>68</b>		<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>1</b>	<b>34</b>	<b>26</b>	<b>60</b>		<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2</b>	<b>37</b>	<b>28</b>	<b>65</b>		<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>3</b>	<b>28</b>	<b>37</b>	<b>65</b>		<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>4</b>	<b>35</b>	<b>37</b>	<b>72</b>		<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>5</b>	<b>38</b>	<b>30</b>	<b>68</b>		<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>preK *</b>	<b>13</b>	<b>7</b>	<b>20</b>
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>					<b>418</b>

Number as of January 2004

There are three (3) classrooms per grade level, K-5.

\* Virginia Preschool Initiative (16 students “at risk” - qualify for free or reduced lunch).  
Special education countywide program (four students).

6. Racial/ethnic composition of the students in the school:
- 65% White**
  - 8% Black or African American**
  - 15% Hispanic or Latino**
  - 12% Asian/Pacific Islander**
  - 0% American Indian/Alaskan Native**
  - 100% Total**

7. Student turnover, or mobility rate, during the past year: **3.68 %**

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

**Data available for October 2002 to June 2003**

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1, 2002 until the end of the year, June 2003	<b>10</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1, 2002 until the end of the year, June 2003	<b>5</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>15</b>
<b>(4)</b>	Total number of students in the school as of October 1, 2002	<b>408</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>.0368</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3.68</b>

8. Limited English Proficient students in the school: **20%**

**84** Total number Limited English Proficient students

Number of languages represented: **19** (not including English)

Specify languages:

- |                       |                |
|-----------------------|----------------|
| 1. Amharic            | 11. Japanese   |
| 2. Arabic             | 12. Korean     |
| 3. Bengali            | 13. Portuguese |
| 4. Bulgarian          | 14. Russian    |
| 5. Cambodian (Khmer)  | 15. Spanish    |
| 6. Chinese (Mandarin) | 16. Tigrinyan  |
| 7. Farsi (Persian)    | 17. Urdu       |
| 8. French             | 18. Ukrainian  |
| 9. German             | 19. Vietnamese |
| 10. Hindi             |                |

9. Students eligible for free/reduced-priced meals: **13%**

**54** Total number students who qualify

10. Students receiving special education services: **19%**

**78** Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

4 Autism	2 Orthopedic Impairment
0 Deafness	16 Other Health Impaired
0 Deaf-Blindness	24 Specific Learning Disability
0 Hearing Impairment	14 Speech or Language Impairment
0 Mental Retardation	0 Traumatic Brain Injury
1 Multiple Disabilities	0 Visual Impairment Including Blindness
16 Developmental Delay*	1 IDEA**

\* Developmental Delay designation is used in Virginia (Arlington) for a young child (3-9 years old) whose learning is significantly limited, impaired, or delayed and exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

\*\* IDEA is a designation given to a child who is eligible for special education services but whose designated disability has not been determined.

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-time</u></b>
Administrator(s)	1	1
Classroom teachers (K-5)	18	0
preK*	2	0
Special resource teachers/specialists	10	11
Paraprofessionals	9	2
Support staff	7	4
Total number	47	18

\*Virginia Preschool Initiative (VPI) and Special Education

12. Average school student - “classroom teacher” ratio: **1:22 (K-5 teachers)**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.1	96.8	97.0	97.0	96.7
Daily teacher attendance	*	*	*	*	*
Teacher turnover rate	*	*	*	*	*
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

\* This information was not available from Arlington Public Schools.

14. **(High Schools Only)** Show what the students who graduated in spring 2003 are doing as of September 2003.

**Not Applicable**

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	100 %

### PART III - SUMMARY

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.**

Arlington Traditional School (ATS) is part of the Arlington Public Schools system, which has one of the nation's most diverse and sophisticated student populations. Arlington's 19,120 students come from around the world and speak more than 80 different languages. More than 30 programs are offered to meet individual student needs. One unique countywide program is that offered at Arlington Traditional School for children in preK through 5<sup>th</sup> grade. Parents of prospective students must attend an orientation at both the neighborhood school and at Arlington Traditional School. Applications for Kindergarten are submitted between February 1 and April 15 for the following school year. The student body is drawn by a random lottery from this diverse population based solely on the application process and without regard to any other factor, with the exception that siblings and Virginia Preschool Initiative students are given preference.

At ATS we believe that great schools do not happen by chance, they happen by design. We set high expectations and teach our children how to reach them. From the first day of school, in every classroom, we consistently teach the *ABCs of Success* – Academics, Behavior, and Character. We are distinguished by a twenty-five year history of success. Teachers constantly refine their techniques and seek means for positive student achievement. The traditional philosophy and exemplary methods that set us apart from other schools include the following:

- Teacher guided instruction in self-contained classrooms
- Emphasis on basic education in the core academic areas
- Regular homework assigned at all grade levels with parent monitoring
- Written weekly summary of student progress communicated to parents
- Promotion based on grade level mastery
- Consistent behavior, dress, and grooming standards
- Weekly assembly programs reinforce philosophy and build community

The vision of ATS is clear and understood by all stakeholders. *We provide students with a structured environment where every child is engaged in responsible and productive learning. Each student is challenged to reach his or her optimal potential, to become a life-long learner, and to contribute as a caring member of our diverse, changing world.* We celebrate our school spirit every Friday by wearing our colors, blue and gold, that signify the importance of achieving one's personal best and following the Golden Rule. Everyone brings a good attitude and big smile to school each day.

We are proud to have a diverse student body and well-educated faculty. Our teachers are known for their dedicated professionalism. Among elementary schools in Arlington, we consistently realize very high scores on all standardized tests (such as Stanford 9 Achievement, Degrees of Reading Power, Phonological Awareness Literacy Screening, and Virginia Standards of Learning). The Virginia Standards of Learning tests put ATS among the top-ranking elementary schools in Virginia (*2<sup>nd</sup> overall in 2003 out of approximately 1,400 elementary schools in the state*). Each year, over half the graduating fifth graders at ATS earn the President's Education Award for academic excellence. Our students are known also for their participation in fine and performing arts programs. In many cases they have been recognized for excellence and have won various awards.

ATS is very family oriented. We have a strong relationship with parents, and our Parent Teacher Association (PTA) is very active. Parents work as volunteers in the school and also advise many school and county committees. An important example of PTA collaboration is our after-school enrichment program. There, students learn foreign language, art, dance, drama, chess, and quilting among an array of opportunities presented each year. PTA volunteers also maintain their own webpage linked to our site. Our home-school connections are robust. Together we ensure a safe, nurturing and orderly environment with a climate conducive for learning.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

*ATS students scored 2<sup>nd</sup> in the entire state of Virginia on the spring 2003 Standards of Learning Assessments (SOL).* We have performed in the top ranks within the Arlington district and statewide (at or above the 98% level), since SOL testing began in 1998. We meet all state and Southern Association of Colleges and Schools (SACS) requirements. In addition, we met No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) goals in 2003.

The SOL assessments were developed to test student mastery of learning objectives specified by the curriculum taught in all Virginia classrooms. The SOLs are criterion-referenced achievement tests. Every spring, 3<sup>rd</sup> and 5<sup>th</sup> grade students are assessed in reading and mathematics. In reading, students must develop essential understandings in oral language, reading, and writing. In mathematics, students are expected to develop skills in number sense, computation, estimation, measurement, geometry, probability and statistics, patterns, functions, and algebra. After testing, individual student performances are rated against the minimum pass/proficient scaled score (400) and a pass/advanced level scaled score (500). Each SOL test is divided into small categories that show various areas tested within the overall test. Mean scaled scores in the reporting categories of 0-50, help determine individual and group strengths and weaknesses. A mean scaled score of 30 or higher represents a strength, while an area with a mean scaled score of less than 30 may be one in which additional help is needed. A focused improvement plan can be drawn from these results.

Reading assessment is continuous. Assessments help track all students' progress in the developmental process of *learning to read*, so that they can *read to learn*. Formal assessments begin in preK with Phonological Awareness Literacy Screening (PALS), the state required screening tool. PALS tests are administered in fall and spring for students in preK through 3<sup>rd</sup> grade. PALS measures children's knowledge of important literacy fundamentals such as phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading. We use PALS as a diagnostic tool to give teachers explicit information about what students know in order to guide their teaching. We use the Developmental Reading Assessment (DRA), comprised of running records and comprehension questions, as our oral/silent reading portion of the PALS test. The DRA is also used as a mid-year check for all at-risk students in 1<sup>st</sup> through 3<sup>rd</sup> grades. Additionally, we use the Degrees of Reading Power (DRP) to assess students in 2<sup>nd</sup> grade (spring) and 4<sup>th</sup> grade (fall). The majority of our students perform above national standards on the DRP. Students who do not meet the benchmark receive extra instruction.

In the fall, 4<sup>th</sup> grade students take the Stanford Achievement Test, Ninth Edition (Stanford 9). It is a test of content typically taught in schools across the United States, and the purpose is to compare students to a representative national sample of students. It is a standardized, norm-referenced test that was normed in 1995. The reading test assesses vocabulary and comprehension. The mathematics test evaluates problem solving and procedures. Percentile ranks reflect how well a student performs on a test in comparison to all the students in the national normed group. For example, the 50<sup>th</sup> percentile indicates that a child scored higher than 50% of the students in the national normed group. Over the past three years our students' scores for reading and mathematics are in the 81-92 percentile rank. That means that the average ATS student *scored from the top 19% to the top 8% of the national norm*. Our students consistently score among the highest in Arlington County and in Virginia.

The consistent, outstanding performance by ATS students on standardized testing is the result of deliberate and focused adherence to our *Traditional* program. The collaboration of supportive parents, dedicated teachers, and hard-working students ensures high student achievement at ATS.

**2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Assessment is a *daily* process at ATS, focusing on needs and guiding learning for each student. We use data not only to measure progress, but also to determine instructional needs for individual students and/or student groups, as well as to identify academically at-risk or potentially gifted students. Weekly teacher-team meetings focus on ways to refine and implement instructional strategies. We execute *precision teaching* that targets areas of weak performance. For example, when a student does not meet the fall benchmark for the PALS test in third grade, we review the test results, the student's assessment history, and consider alternative instructive methods. The teaching team (classroom teacher, reading specialist, special educator) creates a focused intervention plan tailored to the specific needs of that student. That plan could include differentiating the instruction to provide necessary accommodations, modifications or remediation, tutoring, etc. Interventions are reconsidered constantly to determine whether or not the strategies help the student. Teachers use assessment, embedded in ongoing classroom instruction, to tailor instruction to the individual and/or collective needs of students.

All test results and report cards are *reviewed and analyzed* by the administrators and teachers throughout the year. They follow-up regularly paying particular attention to students who are at risk. During the summer, our school's administrator and lead teachers examine Virginia SOL test scores. The analysis is presented to teachers prior to the opening of the school year so that teachers can develop plans for instruction. The staff updates "curriculum maps" to prioritize the sequence and schedule for teaching specific state and county standards. Students at risk receive intensive, precise instruction from classroom teachers and specialists during and after school. We have instituted many unique programs that support student achievement. Tutoring is offered before and after school. Mentoring relationships and service opportunities are designed to help students succeed. We are data-driven, results-oriented and continually improving our practices. When appropriate, students are given another year to grow, the gift of time.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Communicating student performance is a priority at ATS. Classroom teachers maintain effective communication by using *daily* assignment notebooks and sending written individual academic progress reports to parents *weekly*. Teachers review individual performance and test scores with students. Formal report cards are issued *quarterly* to students and parents. School administrators and teachers interpret standardized test scores with students and send the results to parents. Student performance and assessment data is published in the ATS brochure, posted on the school's website, and shared in monthly articles in the PTA newsletter.

Results of educational evaluations are discussed in detail with parents at special education meetings. Parent conferences are scheduled twice yearly (fall and spring). The kindergarten, preK, and ESOL/HILT teachers schedule special evening events and home visits throughout the year.

At weekly Friday assemblies, we celebrate student performance and showcase individual achievements for the entire student body, parents and our community. We publish a Local School Report Card, school brochure and grade level brochures to share programs and student performance.

The Parent Teacher Association (PTA) uses two important vehicles for communicating – their WebPages linked with our school's site and their monthly publication, *The Printed Page*. PTA members also host community events (ATS Spring Fair and 25<sup>th</sup> Anniversary Celebration) and educational programs (Internet Safety). They sponsor academic evenings (Science and Technology Night, Math Night). Parents and teachers also report newsworthy achievements within Arlington County via the *Newscheck* (Arlington Public Schools newsletter) and the Minority Achievement Network. We keep our ATS business partners (Safeway, Kiwanis International, *The Jefferson* Retirement Community), Uganda Children Project, local newspapers, and the Bluemont Neighborhood Civic Association informed.

**4. Describe in one-half page how the school will share its successes with other schools.**

ATS has a long history of consistent traditional education and has been recognized as an exemplary program numerous times. We have shared this success with many visiting groups such as Governor George Allen and the Commission on Champion Schools, the Lexington Group and the Educational Leaders Council. Various news and media groups such as the Congressional Quarterly, Council for Basic Education, National Public Radio (NPR), CBS, *Richmond Times Dispatch*, and *The Washington Post* have also recognized us.

If we are recognized as a No Child Left Behind Blue Ribbon School, we will share our program in a variety of ways. We will open our school for visitors, present at statewide, regional and national conferences, and work with other schools who may be invited to complete Blue Ribbon applications.

We will continue activities that reflect our success. We already work closely with the secondary schools to ensure appropriate academic placement of our graduates. Our students are very well prepared for middle school and beyond. We will participate in planning countywide and regional staff development, join educational research teams, and collaborate with other schools as part of Professional Development Plans (PDP). We share our successes in the Arlington Public Schools monthly *Newscheck* and *Minority Achievement Newsletter*.

We will expand our community outreach by designing new ways for our school community to contribute as caring members of our diverse, changing world. This year, we have begun building a relationship with the community of teachers and learners at our partner-school, *The Arlington Academy of Hope* in Bumwalukani Village in Uganda. This kind of outreach will enliven our mission to act in purposeful ways to share our program and to produce students who achieve inside and outside Arlington.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

The ATS curriculum is based on the rich and rigorous Arlington County curriculum that incorporates the Virginia Standards of Learning. Our teachers are trained in best practices enhanced by the latest research. For example, we use backward planning, curriculum mapping, brain-based learning (Eric Jensen) and “Understanding by Design” (the model by Grant Wiggins and Jay McTighe). Grade level teams and specialty teachers have created color brochures outlining their programs. The arts program is integrated with core academic curriculum and supports the SOLs; details provided under question #3.

**Reading/Language Arts** at ATS is supported by twenty-five years of direct phonics instruction starting in kindergarten. It is a balanced program that integrates reading, writing, speaking and listening. We strive to develop, by direct teaching, students who are strategic readers and effective writers across content areas. We do this by focusing instruction on phonemic awareness, phonics, vocabulary, fluency and comprehension. This is accomplished through systematic and explicit teaching of phonics beginning with our youngest students and continues by studying a variety of authentic texts in conjunction with continued basic skill instruction. Students participate in programs such as Junior Great Books, Word Masters Challenge, and Reading Carnival Day. From the moment they enter ATS, students are engaged in the writing process. Research-based methods are implemented in our primary classrooms during Writers’ Workshop, while upper level students focus on perfecting their composition, written expression, usage and mechanics. Our students publish their work through our Publishing Center, in our literary magazine, The Page and Pen, and through the PTA Reflections Contest. Literature studies are supplemented by library lessons, author studies and contests that are aligned with the goals of the curriculum and are sponsored by the librarian. We *learn to read*, then *read to learn* at ATS.

Instruction in **Mathematics** follows the sequential development of skills in understanding and using numbers and number sense; computation and estimation; measurement and geometry; probability and statistics; patterns, functions and algebra. Teachers use manipulatives, criterion referenced check-ups developed for the curriculum, investigations with emphasis on problem solving, summer review packets, and ongoing assessment. Each year we sponsor Math Month and Math Night with hands-on family activities. Students participate in the Continental Math League and the Virginia Math League contests.

The emphasis of the **Science** curriculum is understanding and using the scientific method. Science projects are required for all grade 3-5 students. We encourage a hands-on approach and organize a family oriented Science and Technology Night annually. Our third and fifth grade students immerse themselves in studying at the Outdoor Lab (acreage in Fauquier County, Virginia) with a day trip and an overnight trip respectively. Students also frequent the Arlington Planetarium, Potomac Overlook and the Gulf Branch Nature Centers. They participate in Global Learning and Observations to Benefit the Environment (GLOBE), a national program. Older students explore the Challenger Learning Center (interactive space technology), Smithsonian Air and Space Museum, and Philadelphia Science Museum. Younger students visit the National Zoo, National Aquarium, and local farms. We are planning our own Schoolyard Habitat.

**Social Studies** include history, geography, civics, and economics. Children’s literature is used to enhance specific units of study. Our students compete in the National Geography Bee. Teachers engage students in *History Alive!* and host guests from the Jamestown Foundation and the National Cathedral. Students enjoy Colonial Day, visits to the National Cathedral, Philadelphia, Manassas Battlefield, Arlington House, the Robert E. Lee Memorial in Arlington National Cemetery, the National Building Museum and the White House.

**2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

From its inception, ATS has focused on reading as the key to acquiring knowledge. We firmly believe that all students must *learn to read* so that they can *read to learn*. We feel that daily assessment, formal and/or informal, should drive instruction in our comprehensive, balanced program. Because each student's developmental needs are assessed throughout the reading process, we are able to provide the appropriate instruction necessary to further each individual's learning. Specialists and classroom teachers work collaboratively to implement instruction that meets student needs.

In fine tuning our program over the years, we have kept the focus on early phonemic awareness and direct phonics instruction. The staff believes that expanding phonological awareness through language activities, coupled with direct, systematic and explicit phonics instruction, is key to producing strong readers. These skills are the focus of kindergarten and primary instruction and are part of a complete reading/writing/speaking curriculum. As students become more competent readers, we shift our primary focus from alphabet knowledge, phonemic awareness, phonics instruction, vocabulary development and reading text with comprehension, to greater emphasis on fluency, advanced vocabulary and deeper comprehension of text read. In addition to the basic text, students read novels and examine them for setting, character, plot, and meaning, as well as for symbols and themes. All of these skill-building experiences make better readers and better writers with broader viewpoints and richer vocabulary.

Every year we present a theme-based *Summer Reading Challenge*. We expect each student to read 50 books during the summer. Star performers will also read ten extra books, do good deeds and take family field trips. In 2003, ATS students read over 25,000 books! Each fall, we reward students for meeting the challenge with a Reading Carnival Day that includes special activities, guests and a field trip. The value of our *twenty-five year commitment* to this consistent instruction has been validated by recent government reports, as well as brain-based research.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Students at ATS are engaged in a full continuum of fine arts and musical experience that supports the core academics. Studies have shown a strong relationship between learning in the arts and the cognitive skills used for mastering reading, writing and mathematics. We know that positive attitudes toward understanding, connecting, creating, and performing are developed by practicing the arts. We believe that students become confident, cooperative and dependable by studying art and music. We build musical creativity and confidence through public performances.

All students learn vocal music from our Music Specialist weekly. *All* 3<sup>rd</sup> grade students learn to play the recorder. Students in the 4<sup>th</sup> and 5<sup>th</sup> grades perform in Chorus, and *all* 4<sup>th</sup> and 5<sup>th</sup> graders are expected to take Instrumental Music (string, percussion or wind) lessons and play in the school's Beginning or Advanced Orchestra/Band. We hold spring and winter concerts and an annual music recital. The choruses and instrumental groups perform around the county, by invitation, throughout the year.

The ATS Art program gives students opportunities to do quality visual art activities (drawing, painting, printmaking, ceramics, and sculpture) and to learn about the history, purposes and creators of art from our Art Specialist. We want to move children to a deeper understanding of their world by viewing different cultures, thinking creatively, and exercising self-discipline. We incorporate technology and other media experiences. Students are encouraged to participate in school and local contests and to display their products throughout the Arlington Business Community. This year, we submitted 188 creative products to the PTA Reflections Contest. We are proud of our students who achieve award-winning results in local and area art contests.

We encourage dramatic performance. *Every year, each student performs* in a play presented by their class before the entire student body at a Friday afternoon assembly. The plays are a way that students can share what they learn with everyone in our school community.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

We emphasize direct teaching through teacher-guided instruction informed by student assessment. Teachers at ATS use an array of techniques to connect children to the standards, and to help them become efficient and effective life-long learners. Our school environment is orderly, caring and productive. We communicate high expectations, yet respect diverse talents and ways of learning. Teachers incorporate multi-media technology. We also utilize collaborative small groups while encouraging brainstorming, role-playing and creative projects. Teachers promote active learning, focus time on task, and give prompt feedback to students. We provide hands-on learning activities and differentiate instruction to meet the unique needs of every student. We help students move from strength to strength and give them the gift of another year to grow when necessary. We value interaction and communication among students, teachers, parents and our broader community.

ATS offers a full-continuum of auxiliary services to meet students needs. We provide special education services. Our Gifted Resource Specialist models lessons in the classroom, collaborates with teachers to differentiate instruction, consults with parents, and teaches small groups of children. ESL teachers support our second language learners and instruct children in the classroom or in small group settings. Our Librarian works weekly with every child and develops student-centered programs such as “Author Lunches.” Our Reading/Language Arts Specialist teaches children from each grade in small groups, meeting with every first grader during the year.

We provide opportunity for citizenship and leadership through our Student Council Association, safety patrol program (every 5<sup>th</sup> grader is a safety patrol for the entire year), school store, and extended day activities. We seize every moment to motivate students in meaningful learning every day and help them relate their learning to real life. We host talented community members like professional writers, actors, artists, members of Congress, scientists, judges, soldiers, and policemen. We also have forged partnerships to engage our community in ongoing collaboration to motivate student learning. We have relationships with the Kiwanis International, Safeway, and The Jefferson (a retirement community). ATS students help the Arlington County Food Closet, Salvation Army, UNICEF, Arlington Street People’s Assistance, Leukemia and Lymphoma Society, children in Uganda and soldiers serving in Iraq. Like their parents, students have a strong sense of responsibility and give time to service projects.

**5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.**

Meaningful staff development opportunities are ongoing at ATS. Teachers design Professional Development Plans (PDP) aimed at improving student achievement. Teachers confer with school administrators throughout the year to assess their plans’ progress and receive feedback. For example, six ATS teachers are collaborating as a research team following the academic progress of our Virginia Preschool Initiative (VPI) students. All teachers participate in at least five professional development programs yearly – two countywide and three school-based. Topics for school-based staff development are decided by annual teacher surveys. Recent topics include legal issues in special education, differentiated instruction, No Child Left Behind updates, “Understanding by Design”, brain-based learning (Eric Jensen), emerging technology, giftedness, crisis intervention (suicide, violence, bullying, child abuse), and *History Alive!* At the county level, recent focus has been on using newly adopted textbooks, Teacher Expectations Student Achievement (TESA) training and research-based approaches in reading and writing, such as the Reading First Initiative. The county has developed Lead Teacher and Teacher Mentor programs to enhance instruction and student achievement. Regular faculty meetings are another venue for staff development. Staff members plan and attend an *annual weekend retreat* focusing on improving student achievement. This year we will finalize our SACS 5-year peer review report and discuss mathematics investigations with the Arlington Public Schools Math Supervisor. We encourage teachers to compete for county, state, national and private awards that recognize excellence in teaching. Two of our teachers recently earned National Board Certification; another was nominated for the DisneyHand Award. This year five teams of teachers were awarded grants for programs that target student achievement.

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: **GRADE 4**

Test: **STANFORD 9**

Edition/publication year: 1995 Publisher: Harcourt Brace Educational Measurement

Number of students in the grade in which the test was administered

	2003	2002	2001
Number of students in grade 4 eligible to take the Stanford 9	59	65	60
Number of students tested	59	65	59

What groups were excluded from testing? Why and how were they assessed?

**No groups were excluded from testing.**

All ATS students enrolled in grade 4 take the Stanford 9. However, Limited English Proficient students take the test using nonstandard accommodations (e.g., extended time), so their results are not included in any of the averages reported. The results of some students with disabilities are not included for the same reasons. Standardized test accommodations are specified in their Individual Education Plans (IEP). In 2001, one ATS student was exempted according to his IEP.

**TOTAL READING:** Scores are reported here as National **Percentiles**

<b>Total READING</b>	2003-2004	2002-2003	2001-2002
Testing month	Sept 03	Sept 02	Sept 01
<b>SCHOOL SCORES</b>	<b>85</b>	<b>81</b>	<b>90</b>
Number of students tested	59	65	59
Black students tested	3	8	6
Average percentile rank	66	76	86
Hispanic students tested	7	4	6
Average percentile rank	72	82	94
White students tested	42	43	40
Average percentile rank	87	82	90
Free lunch students tested	N/A	N/A	N/A
Average percentile rank			
Reduced lunch students tested	N/A	N/A	N/A
Average percentile rank			
<b>VIRGINIA STATE AVERAGES</b>	<b>N/A</b>	<b>54</b>	<b>54</b>
<b>ARLINGTON COUNTY AVERAGES</b>	<b>72</b>	<b>71</b>	<b>70</b>

Results are reported as percentile ranks. The national average is the 50<sup>th</sup> percentile. Performance at ATS on the Reading test was well above the national and state percentile rank. Average school percentile scores ranged between the 81<sup>st</sup> and 90<sup>th</sup> percentile.

**TOTAL MATHEMATICS:** Scores are reported here as National **Percentiles**

<b>Total MATHEMATICS</b>	2003-2004	2002-2003	2001-2002
Testing month	Sept 03	Sept 02	Sept 01
<b>SCHOOL SCORES</b>	<b>89</b>	<b>88</b>	<b>92</b>
Number of students tested	59	65	60
Black students tested	3	8	7
Average percentile rank	87	87	78
Hispanic students tested	7	4	6
Average percentile rank	87	88	90
White students tested	42	43	40
Average percentile rank	88	87	94
Free lunch students tested	N/A	N/A	N/A
Average percentile rank			
Reduced lunch students tested	N/A	N/A	N/A
Average percentile rank			
<b>VIRGINIA STATE AVERAGES</b>	<b>N/A</b>	<b>63</b>	<b>61</b>
<b>ARLINGTON COUNTY AVERAGES</b>	<b>80</b>	<b>79</b>	<b>79</b>

Performance at ATS on the Mathematics test was well above the national and state percentile rank. Average school percentile scores ranged between the 88<sup>th</sup> and 92<sup>nd</sup> percentile.



## No Child Left Behind

### **Summary of Adequate Yearly Progress (AYP) \* Arlington Traditional School Based on the Virginia Standards of Learning Spring 2003 Assessments**

	# Tested	Math	Reading	Made AYP
All students	134	95% tested	95% tested	YES
LEP students	7	N/A	N/A	

Performance	Percentage	State Percentage
AYP Reading Proficiency	98	79
AYP Math proficiency	99	79
AYP Reading Participation	100	97
AYP Math Participation	100	97
% At or Above Proficient in AYP Reading	98	79
% at or above Proficient in AYP Math	99	79

### The Virginia Standards of Learning Assessments

Each student receives a scaled score ranging from 0 to 600. A scaled score of 400 or greater is required for designation of pass/proficient. A scaled score of 500 or greater is required for designation of pass/advanced.

\*[www.schoolresults.org](http://www.schoolresults.org)

## Grade 3 Virginia Standards of Learning

### English: Literature/Reading + Writing

Edition/publication year: 1999-2003 each year new form

Publisher: Virginia Board of Education

Number of students in the grade in which the test was administered:

	2003	2002	2001
Number of students in Grade 3	71	72	64
Number of students tested	71	72	63

What groups were excluded from testing? **No groups were excluded.**

Scores are reported here as **Scaled scores**

<b>GRADE 3 Reading</b>	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Proficient	<b>97</b>	<b>99</b>	<b>93</b>
% At Advanced	55	43	38
Number of students tested	71	72	63
Percent of total students tested	100	100	98
Number of students excluded	0	0	1
Percent of students excluded	0	0	2
<b>SUBGROUP SCORES</b>			
1. Hispanic students tested	11	7	6
% At or Above Proficient	100	100	83
% At Advanced	45	57	50
2. Black students tested	5	9	6
% At or Above Proficient	60	100	67
% At Advanced	40	56	0
3. Limited English Proficient students tested	5	4	3
% At or Above Proficient	80	100	100
% At Advanced	20	0	0
4. Free lunch students tested	6	N/A	N/A
% At or Above Proficient	100		
% At Advanced	17		
5. Reduced lunch students tested	1	N/A	N/A
% At or Above Proficient	100		
% At Advanced	100		
<b>VIRGINIA STATE SCORES</b>	<b>72</b>	<b>72</b>	<b>60</b>

## Grade 5 Virginia Standards of Learning

### English: Reading/Literature and Research

Edition/publication year: 1999-2003 each year new form

Publisher: Virginia Board of Education

Number of students in the grade in which the test was administered:

	2003	2002	2001
Number of students in Grade 5	63	52	53
Number of students tested	63	52	53

What groups were excluded from testing? **No groups were excluded.**

Scores are reported here as **Scaled scores**

<b>GRADE 5 Reading</b>	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Proficient	<b>100</b>	<b>96</b>	<b>100</b>
% At Advanced	57	37	28
Number of students tested	63	52	53
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic Students tested	6	8	4
% At or Above Proficient	100	100	100
% At Advanced	67	50	50
2. Black students tested	8	9	5
% At or Above Proficient	100	100	100
% At Advanced	13	11	20
3. Limited English Proficient students tested	2	3	4
% At or Above Proficient	100	100	75
% At Advanced	0	0	0
4. Free lunch students tested	1	N/A	N/A
% At or Above Proficient	100		
% At Advanced	0		
5. Reduced lunch students tested	2	N/A	N/A
% At or Above Proficient	100		
% At Advanced	0		
<b>VIRGINIA STATE SCORES</b>	<b>83</b>	<b>78</b>	<b>73</b>

## Grade 5 Virginia Standards of Learning

### Writing

Edition/publication year: 1999-2003 each year new form

Publisher: Virginia Board of Education

Number of students in the grade in which the test was administered:

	2003	2002	2001
Number of students in Grade 5	62	51	53
Number of students tested	62	51	53

What groups were excluded from testing? **No groups were excluded.**

Scores are reported here as **Scaled scores**

<b>GRADE 5 Writing</b>	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES</b>			
% At or Above Proficient	<b>100</b>	<b>100</b>	<b>98</b>
% At Advanced	73	51	72
Number of students tested	60	51	53
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic students tested	6	8	4
% At or Above Proficient	100	100	75
% At Advanced	33	63	75
2. Black students tested	8	9	5
% At or Above Proficient	100	100	100
% At Advanced	50	22	40
3. Limited English Proficient students tested	2	2	4
% At or Above Proficient	100	100	100
% At Advanced	0	0	0
4. Free lunch students tested	1	N/A	N/A
% At or Above Proficient	100		
% At Advanced	0		
5. Reduced lunch students tested	2	N/A	N/A
% At or Above Proficient	100		
% At Advanced	0		
<b>VIRGINIA STATE SCORES</b>	<b>85</b>	<b>84</b>	<b>84</b>

## Grade 3 Virginia Standards of Learning

### Mathematics

Edition/publication year: 1999-2003 each year new form

Publisher: Virginia Board of Education

Number of students in the grade in which the test was administered:

	2003	2002	2001
Number of students in Grade 3	71	72	63
Number of students tested	71	72	62

What groups were excluded from testing? **No groups were excluded.**

Scores are reported here as **Scaled scores**

<b>Grade 3 Mathematics</b>	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Proficient	<b>100</b>	<b>100</b>	<b>100</b>
% At Advanced	76	79	81
Number of students tested	71	72	62
Percent of total students tested	100	100	98
Number of students excluded	0	0	1
Percent of students excluded	0	0	2
<b>SUBGROUP SCORES</b>			
1. Hispanic Students tested	11	7	6
% At or Above Proficient	100	100	100
% At Advanced	82	57	83
2. Black students tested	5	9	5
% At or Above Proficient	100	100	100
% At Advanced	60	11	80
3. Limited English Proficient students tested	5	4	3
% At or Above Proficient	100	25	67
% At Advanced	40	50	33
4. Free lunch students tested	6	N/A	N/A
% At or Above Proficient	100		
% At Advanced	83		
5. Reduced lunch students tested	1	N/A	N/A
% At or Above Proficient	100		
% At Advanced	100		
<b>VIRGINIA STATE SCORES</b>	<b>83</b>	<b>80</b>	<b>77</b>

## Grade 5 Virginia Standards of Learning

### Mathematics

Edition/publication year: 1999-2003 each year new form

Publisher: Virginia Board of Education

Number of students in the grade in which the test was administered:

	2003	2002	2001
Number of students in Grade 5	63	52	53
Number of students tested	63	51	53

What groups were excluded from testing? **No groups were excluded.**

Scores are reported here as **Scaled scores**

<b>GRADE 5 Mathematics</b>	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
<b>SCHOOL SCORES</b>			
% At or Above Proficient	<b>98</b>	<b>98</b>	<b>100</b>
% At Advanced	60	41	53
Number of students tested	61	48	49
Percent of total students tested	98	98	100
Number of students excluded	0	1	0
Percent of students excluded	0	2	0
<b>SUBGROUP SCORES</b>			
1. Hispanic Students	6	8	4
% At or Above Proficient	100	100	100
% At Advanced	50	50	25
2. Black students	8	9	5
% At or Above Proficient	100	100	100
% At Advanced	63	33	40
3. Limited English Proficient students tested	2	3	4
% At or Above Proficient	100	100	100
% At Advanced	0	0	25
4. Reduced lunch students tested	2	N/A	N/A
% At or Above Proficient	100		
% At Advanced	0		
5. Free lunch students tested	1	N/A	N/A
% At or Above Proficient	100		
% At Advanced	0		
<b>VIRGINIA STATE SCORES</b>	<b>74</b>	<b>71</b>	<b>67</b>